



**GARRARD
COUNTY
SCHOOLS**

**CERTIFIED EVALUATION PLAN
2024-2025**

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ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Garrard County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Committee Members

Lindsay Burton	Teacher	Michael Anderson	Administrator	Kia Lamb	Administrator
Noel Green	Teacher	James Boyd	Teacher	Renee Lanigan	Administrator
Michelle Hoskins	Teacher	Beth Trimble	Teacher	Audrey Nichols	Administrator
Lisa Middleton	Administrator				

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on <date>. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Professional Code of Ethics 704 KAR 20:680

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students	To Parents	To Education Profession
<ul style="list-style-type: none"> <input type="checkbox"/> Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. <input type="checkbox"/> Shall respect the constitutional rights of all students. <input type="checkbox"/> Shall take reasonable measures to protect the health, safety, and emotional well-being of students. <input type="checkbox"/> Shall not use professional relationships or authority with students for personal advantage. <input type="checkbox"/> Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. <input type="checkbox"/> Shall not knowingly make false or malicious statements about students or colleagues. <input type="checkbox"/> Shall refrain from subjecting students to embarrassment or disparagement. <input type="checkbox"/> Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. <input type="checkbox"/> Shall endeavor to understand community cultures and diverse home environments of students. <input type="checkbox"/> Shall not knowingly distort or misrepresent facts concerning educational issues. <input type="checkbox"/> Shall distinguish between personal views and the views of the employing educational agency. <input type="checkbox"/> Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. <input type="checkbox"/> Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities. <input type="checkbox"/> Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shall exemplify behaviors which maintain the dignity and integrity of the profession. <input type="checkbox"/> Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities. <input type="checkbox"/> Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. <input type="checkbox"/> Shall not use coercive means or give special treatment in order to influence professional decisions. <input type="checkbox"/> Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications <input type="checkbox"/> Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals

I hereby acknowledge that I have read the Kentucky Department of Education's Professional Code of Ethics for school personnel in Kentucky and agree to abide by and exhibit the behaviors described therein.

Name (Print)

Signature

Date

Mission Statement

Our mission is students: Empowered to be lifelong learners, and to become productive members of a global society.

Introduction

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence to enhance student achievement
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities in order to better prepare students for a future of college and career readiness. The vision of the Garrard Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a support for professional growth.

Overview

The Garrard County Schools evaluation plan outlines evaluation procedures and professional growth planning for all certified employee roles: teachers, other certified professionals, building level administrators, and district level administrators. All certified employees will be evaluated according to their primary job assignment. The evaluation process will include a self-reflection, professional growth plan, classroom observations, workplace visits, conferences, and the collection, submission, and review of supporting evidence or artifacts.

Utilizing district-approved forms, teachers and other certified professionals will be evaluated according to the performance measures from the Kentucky Framework for Teaching. The plan requires a summative evaluation to be documented in writing and to be included in the evaluatee's official personnel record. District level certified employees will follow the same evaluation guidelines as teachers and other professionals. Building level and district level administrators will be evaluated according to the performance measures from Professional Standards for Education Leaders.

The Superintendent or designee is primarily responsible for monitoring evaluation training, implementing the evaluation system, and evaluating principals. The primary evaluator for all certified personnel will be their immediate supervisor or designee. The principal or assistant principal is primarily responsible for evaluating teachers and other certified staff assigned to them, including itinerant certified staff not evaluated at the district level. The district level personnel below the level of superintendent will be evaluated by the Superintendent or a designee.

The process for evaluating all certified staff will be explained to them in training held no later than thirty (30) calendar days after the first day of instruction. Tenured Teachers will be evaluated at least every three years following the requirements of the certified evaluation plan. Non-tenured teachers will be evaluated annually. Administrators will be evaluated annually by the Superintendent or Superintendent's designee following the requirements of the certified evaluation plan. Growth plans for all certified personnel will be reviewed annually. A summative conference will be held to inform certified members of their overall summative rating following a review of all pertinent evidence.

Roles and Definitions

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal, assistant principal, central office administrator, or other role for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Appeal:** A process whereby any certified employee can formally challenge his/her evaluation.
3. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
4. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
5. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
6. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
7. **Conference:** A meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
8. **Corrective Action Plan (CAP):** A plan developed by the evaluator, in collaboration with the evaluatee, when there is one or more "Ineffective" rating(s) on the Final Summative Evaluation or documented unsatisfactory performance observed at any time during the school year. A Corrective Action Plan may also apply to unsatisfactory performance on the specifically identified board approved evaluation standards and performance criteria. Specific assistance and activities are identified and progress monitored.
9. **Documentation:** Artifacts created in the day-to-day world of performing job duties that can provide evidence of meeting the performance standards.
10. **Evaluatee District/School:** certified personnel being evaluated
11. **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, products and performance. Evaluation shall include the establishment and monitoring of a growth plan.
12. **Evaluation Plan Committee:** A group, consisting of an equal number of teachers and administrators, responsible for developing and annually reviewing evaluation procedures and forms for the local district evaluation plan.
13. **Evaluator:** The immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. Evaluators must be trained, tested, and certified through the Initial Certified Evaluator Training by KDE, and 6 hours, EILA-approved evaluation system annual training. The district will train evaluators in the skills and knowledge needed to implement the local evaluation plan.
14. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
15. **Formative Evaluation:** A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.
16. **Framework for Teaching:** The document indicating the Performance Measures, components, and descriptors for which certified personnel will be evaluated.
17. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
18. **Impact Kentucky Working Conditions Survey:** A State required survey of all certified staff administered mid-school year. Results are used by principals and assistant principals to develop and monitor their working conditions goal. Indicators The measurable behaviors and outcomes which demonstrate performance criteria.
19. **Informal Data Gathering:** The process of gathering data outside of a formal observation.
20. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length. An evaluator may use his/her professional judgment to extend a mini observation up to the full length of the lesson and still use the observation to meet the requirements of a mini observation.
21. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
22. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

23. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
24. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Educational Professional Standards Board.
25. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
26. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
27. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. These four (4) measures are Planning, Environment, Instruction, and Professionalism.
28. **Performance Rating:** The rating for each performance measure for a certified evaluatee as directed through the local district certified evaluation plan. Ratings shall be Exemplary, Accomplished, Developing, and Ineffective.
29. **Post Observation Conference:** A meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. A post conference shall be held to discuss each completed formative observation and shall occur within five (5) working days (excluding NTI days) following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Growth Plan.
30. **Pre Observation Conference:** Communication between the evaluator and the evaluatee to discuss and plan the observation. This communication can be face-to-face or through electronic means.
31. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
32. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
33. **Professional Growth Goal:** Measurable goal written by a certified employee in collaboration with his/her evaluator using established guiding questions which meet the established criteria checklist.
34. **Professional Growth Plan:** An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
35. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
36. **Professional Standards for Educational Leaders (PSEL):** The set of 10 standards updated in 2015 from the previous ISLLC Standards. The PSEL standards are now the required standards to apply to principals and assistant principals.
37. **Site Visit:** Provides information on a wide range of contributions made by principals/assistant principals. Site visits and the resulting observation(s) may range from shadowing a principal/assistant principal to observing programs and practices.
38. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
39. **Summative Evaluation:** The written summary of, and conclusions from, the evaluation data, including formative evaluation data, that occurs at the end of the evaluation cycle and includes a conference between the evaluator and the evaluated certified employee and a written evaluation report, and is included in an employee's official personnel record.
40. **Summative Rating:** The final rating of the evaluation cycle that is determined for a teacher, other professional, principal, assistant principal, or district certified professional. The rating of Ineffective, Developing, Accomplished, or Exemplary is assigned and is reflective of the overall performance of an employee against a set of specified standards.

41. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
42. **Workplace Visit:** A process to gather data for certified roles including principals, assistant principals, other professionals and district assigned certified personnel This process could include, but is not limited to, observing the evaluatee working with students and staff and completing other necessary duties as well as conducting conversations with the evaluatee during the visit.
43. **Working Conditions Goal:** A school improvement goal set by a principal or assistant principal every year with the use of data from the Impact Kentucky Working Conditions Survey

Instructions for Completing Corrective Action Plan

An individual corrective action plan (ICAP) is required to be developed when an evaluatee does not meet one or more of the evaluation standards on the summative evaluation form. An ICAP may also be developed any time during the school year when there is documented evidence of unsatisfactory performance that has not been corrected through use of the individual professional growth plan or formative feedback.

The Corrective Action Plan is developed by the evaluator in collaboration with the evaluatee. Specific activities and an assistance team are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee must specifically identify and list, in writing:

- a. The standard not being met and the supporting performance criteria that identify the weakness(es)
- b. The growth objectives needed to meet the standard
- c. The activities and procedures to achieve the objectives to improve performance
- d. The means of assessing the evaluatee's improvement toward the objectives
- e. Timeline of targeted dates for activities for improvement of performance and appraisal of improvement\
- f. An assistance team
 1. The primary evaluator in consultation with the evaluatee selects the assistance team which will include the principal, a central office administrator, and other personnel as deemed necessary by the primary evaluator
 2. The evaluator/evaluatee/and team members meet to discuss the assistance process
 3. Each meeting of the assistance team is documented in summary format with recommendations

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form. Documentation of all reviews, corrective actions, and the evaluator's assistance must be provided as they occur to the evaluatee.

If the employee, in the judgment of the evaluator, makes progress then the summative evaluation is completed and the summative conference occurs. The employee is then back on an individual professional growth plan or may remain on the corrective action for the next year. Employees who fail to make sufficient progress to meet evaluation standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15th.

Appeals Process

Local Appeals Panel

Purpose: An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

Nominations for the Panel: Each school shall nominate one (1) certified person. The names of the staff members nominated shall be submitted to the Superintendent by September 30th.

Election: The Superintendent or his/her designee will prepare a ballot of eligible certified staff members nominated. Ballots will be distributed to each certified employee by the second Wednesday in October. Voting will be completed by the end of the working day on Thursday following the second Wednesday and returned to the Principal's office. Principals will deliver the ballots to the Superintendent or his/her designee on Friday. The ballots will be counted by the president of the education association and the Director of Pupil Personnel.

Panel Members and Alternates: Each school shall nominate one (1) certified person. The names of the staff members nominated shall be submitted to the Superintendent by September 30th.

Names of the LEAP members and alternates will be kept on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

- A member of the LEAP wishes to make an appeal;
- Illness or circumstances beyond a member's control prevents attendance;
- A relative of a panel member is appealing; or
- A member has been prejudiced in the appeal being considered.

Board Appointed Member and Alternate: The Board shall appoint one (1) certified employee and one (1) alternate to the panel at the regular meeting of the Board in October.

Meetings: Meetings of the Advisory Appeal Panel will be called by the chairman, as needed.

Records: Detailed minutes of the panel meeting shall be recorded and made a part of the panel's decision.

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation to be reviewed. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to advise either or both parties.
5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

The following will be implemented during the hearings.

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The Panel, after sufficiently reviewing all evidence, will formulate their decision. The panel's report to the Superintendent shall include a brief summary of the meetings held and the process used to make the decision. A copy of the panel's report and decision shall be given to the employee submitting the appeal and the evaluator. If the panel's decision is not unanimous, the dissenting member may present a minority report.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

State Evaluation Appeals Panel

Required : According to 156.557 Section 9,
Section 9.

1. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
2. The appeal procedures shall be as follows:
 - a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - b. No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - c. A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - d. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - e. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-1285; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947;

1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12- 6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Teacher and Other Professionals Evaluation

Overview of Evaluation Process and Timeline

Timeline	Process
Within 30 calendar days of reporting for employment	Orientation: The certified evaluation plan and other expectations shall be explained and discussed with each certified employee.
By September 1 st or within 30 days of hire date if hired later in the school year.	Professional Growth Plan: An individual professional growth plan shall be developed jointly by the evaluator and evaluatee.
By October 1 st or within 45 days of hire date if hired later in the school year	Professional Growth Plan: Supervisor approves PGP of certified personnel. If needed and as appropriate, modifications to the PGP will be made prior to January 31.
By April 15th, conduct formal observations and collect formative data. Post conferences must be completed within five (5) work days (excluding NTI days), of the formal observations.	<p>Formal Observation: Observations may begin after the evaluation training takes place within 30 calendar days of reporting to employment.</p> <p>Non-Tenured Teachers: (1-year Summative Cycle) Annually, until tenure status is achieved, a minimum of three (3) formal observations with optional pre-conference and a mandatory post-conference. At a minimum, observations must include two (2) mini observations and one (1) full observation conducted by the evaluator. The full summative observation will be completed by April 15th.</p> <p>Tenured Teachers and Other Professionals: (3-year Summative Cycle) Over the three year cycle, a minimum of (3) three formal observations with an optional pre-conference and mandatory post-conferences. At a minimum, year 1 must include one (1) mini observation and post conference. At a minimum, year 2 must include one (1) mini observation and post-conference. In the final year of the cycle, the full summative observation must occur and post-conference. The summative evaluation will be completed by April 15th.</p> <p>Non-Tenured All Other Certified Positions: (1-year Summative Cycle) Annually, until tenure status is achieved, a minimum of three (3) formal observations/workplace visits with an optional pre-conference and a mandatory post-conference. At</p>

	<p>a minimum, observations/workplace visits must include two (2) mini observations and one (1) full observation conducted by the evaluator. The full summative observation will be completed by April 15th.</p> <p>Tenured All Other Certified Positions: (3-year Summative Cycle) Over the three year cycle, a minimum of (3) three formal observations with an optional pre-conference and mandatory post-conferences. At a minimum, year 1 must include one (1) mini observation and post conference. At a minimum, year 2 must include one (1) mini observation and post-conference. In the final year of the cycle, the full summative observation must occur and post-conference. The summative evaluation will be completed by April 15th.</p>
By April 19th-30 th	Summative Records: Summative evaluations and conferences will be completed and filed in individual district personnel files.
April/May	End of Year Conferences: Teachers/Other Professionals and supervisors may use this time to determine next steps and discuss PGP for the following year.
June 10th	Summative evaluation will be completed for counselors.
June 20th	Summative Records: Counselor summative evaluations and conferences will be completed and filed in individual district personnel files.

Late Hire Timeline

Within 30 days of the hiring date of the newly employed teacher, evaluating supervisors are required to complete the certified evaluation training, workplace orientation (Vector Training, K-12 Edition), and professional growth planning.

If a newly hired teacher begins employment with (140) one hundred and forty or more instructional days remaining in the school year, the full evaluation cycle must be followed as outlined. The newly hired teacher will be required to complete (24) twenty four professional development hours.

A newly hired teacher's evaluation cycle will be adapted accordingly,

- If a newly hired teacher begins employment with less than (140) one hundred and forty instructional days and more than (93) days, the evaluation cycle will include (1) one mini observation, (1) full observation, summative conference, and 18 professional development hours.
- If a newly hired teacher begins employment with (93) ninety-three days or less, the evaluation cycle will include (1) full observation, summative conference, and 12 professional development hours.

Exceptions to the Timeline

In extenuating circumstances in which a continuing contract teacher or other certified professional who is in the final year of the summative cycle misses more than half of the contracted instructional days during the school year for approved leave, the evaluator with approval from the Superintendent/Designee may extend the summative cycle into the next school year, (1) one year. Summative data collected in the previous school year's evaluation cycle may be applied to the overall summative ratings.

The decision to extend an employee's summative cycle will be documented in writing.

The Superintendent/Designee may grant permission to extend the summative cycle by an extra year on a case by case basis if an extenuating circumstance exists.

Framework for Teachers

Rating Performance Measures

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with the concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and evaluation. A performance rating will then be provided for each performance measure: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The four performance ratings will be used to determine a summative rating.

The Framework includes ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement.

Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Professional Growth Planning and Self Reflection

The professional growth plan outlines intentional activities designed to support collaboration and learning among educators and administrators. In collaboration with evaluators, evaluatees will identify explicit goals which will drive the focus of professional growth activities, support, and ongoing reflection. A professional growth plan is an individualized plan that is:

- Focused on improving professional practice and leadership skills
- Aligned with educator and student performance standards
- Built using a variety of sources such as student data, educator data, and school/district data
- Produced in consultation with the evaluator.

Self-reflection improves educator effectiveness through ongoing, careful consideration of the impact of instructional practices on student growth and achievement. Places for self-reflection includes:

- Content standards and skills
- Quality of School Climate and Safety Survey, or Student Surveys
- Professional Learning experiences
- Recent developments in pedagogical research
- An unfamiliar instructional approach
- Demographic changes
- Student work
- Student engagement during a recent lesson

All teachers and other professionals will

- Document their professional growth process using the district Professional Growth Plan form included in this certified evaluation plan.

- Reflect upon the progress and impact of the plan on their professional practice and modify the PGP as appropriate, in collaboration with his/her evaluator.
- Complete a summative reflection on the degree of goal attainment within their PGPs implications for next steps. The self-reflection will be evidenced by the completion of the PGP on the appropriate district approved forms.

By September 1 st or within 30 days of hire date if hired later in the school year.	Professional Growth Plan: An individual professional growth plan shall be developed jointly by the evaluator and evaluatee.
By October 1 st or within 45 days of hire date if hired later in the school year	Professional Growth Plan: Supervisor approves PGP of certified personnel. If needed and as appropriate, modifications to the PGP will be made prior to January 31.

Observations

The observation/workplace visit process is one source of evidence to determine educator effectiveness for each certified teacher and other professional. Teachers are observed by the supervisor (or qualified designee). Evaluators will conduct observations/workplace visits using the same instrument (Framework for Teaching and Specialist Framework) for all certified professionals in the same roles. The observation /workplace visit will provide documentation and feedback to measure the effectiveness of a professional's practice.

Models

The observation model for tenured employees on a 3-year summative cycle must fulfill the following minimum criteria:

- A minimum of (3) three observations in the summative cycle. One (1) observation each year of the cycle conducted by the evaluator.
- Final observation/worksite visit is conducted by the supervisor and is a full observation consisting of a full class, lesson, or event (for other professionals).
- Evaluators will conduct two mini observations/workplace site visits of approximately 20-30 minutes each in the first two years of the summative cycle. Evaluators may choose to expand these mini sessions to full observation/worksite visits.
- The first mini observation in the tenure cycle will be scheduled by evaluators with the evaluated individual, while the second mini observation will be conducted unannounced.

The observation model for non-tenured employees on a one-year summative cycle must fulfill the following minimum criteria:

- A minimum of two mini observations and one full observation for teachers and other professionals.
- The first mini-observation will be scheduled by the evaluators with the evaluated individual.8/8.
- The second mini-observation will be unannounced.
- Mini observations will be 20-30 minutes.
- Mini observation performance ratings will be selected from Domains 2 and 3.
- Evidence of the observation will be documented.

Schedule

Evaluators will adhere to the following observation /workplace visit schedule:

- Observations/workplace visits may begin after the evaluation training takes place within the first 30 calendar days after reporting for employment.
- During the summative year, the following timeline must be met:
 - The final observation workplace visit must occur by April 15th.
 - A minimum of one (1) full observation workplace visit shall be conducted by the supervisor (by April 15th).

Observer Certification

All evaluators must complete the initial certified evaluation training per KRS 156.557 which requires Initial Certified Evaluator Training by KDE and 6 hours of EILA approved evaluation system training annually.

Only supervisors who have attended the Certified Evaluator Training will conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the training, the district will provide the following supports:

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
- In cases where the supervisor has not attended the Certified Evaluation Training and is therefore unable to conduct observations during the observation window, the superintendent/designee will provide a certified evaluator(s) to help conduct observations/evaluations until the principal or supervisor obtains certification. The uncertified principal or supervisor must accompany the certified evaluator(s) and passively participate in all aspects of the evaluation.
- The district will provide training support for district administrators, principals, and assistant principals currently employed in those roles annually to ensure evaluator calibration as required per KRS 156.557. Calibration sessions will be provided by the district unless an education cooperative or state sponsoring agency provides calibration sessions.

Conferencing

All teachers and other professionals will meet with their evaluator at the beginning and end of the year to establish, monitor, and determine achievement of student and professional growth goals. An additional mid-year meeting may be conducted to facilitate monitoring and growth.

Before and after observations/workplace site visits, evaluators and evaluatees must meet to discuss the observation/workplace site visit. Evaluators will adhere to the following conferencing requirements

- Pre-observation conferences may take place no less than (1) one work day prior, no more than (5) five work days prior to the observation date. Pre-conferences are optional, can be requested by the evaluator or evaluatee, and can be conducted electronically.
- Lesson plans will be submitted and reviewed by the evaluator at least (1) one working day in advance of the observation.
- Post observation conferences will be conducted, face to face, within (5) five work days, following the observation.

Teachers and other professionals in their summative year must meet with the evaluator to discuss Performance Measure Ratings for each domain of Kentucky Framework for Teaching and overall summative rating. The summative conference will include discussion of professional growth goals.

Rating Performance Measures

The Kentucky Framework for Teaching and Specialists stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each domain at the culmination of an educator's cycle. The four performance ratings will be used to determine a summative rating.

Determining Summative Performance Rating

Supervisors are responsible for determining an Overall Summative Performance Rating for certified personnel at the conclusion of the summative evaluation year. The Summative Performance Rating is informed by the educator's rating on each performance measure. The evaluator determines the Overall Summative Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance in each of the four performance measures.

The summative evaluation will be documented on the Summative Evaluation Form included in this certified evaluation plan and will be included in the evaluatee's official personnel record. Evaluatees may submit a written statement in response to the summative rating and that response is included in the official personnel record.

All educators' Summative Rating is determined using the following decision rules:

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING AND two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING AND two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, AND two are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
At least Three Performance Measures are rated Exemplary.	Summative Rating shall be EXEMPLARY.

Professional Growth Planning and Summative Cycle

Based on the Summative Rating, the type of Professional Growth Plan and the length of the summative cycle for tenured teachers and other professionals is determined using the chart below.

OVERALL SUMMATIVE RATING	ACCOMPLISHED and EXEMPLARY	<p>Three-Year Cycle</p> <p>Self-Directed Growth Plan</p> <ul style="list-style-type: none"> • Goals set by evaluatee with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at end of year 3
	DEVELOPING	<p>One-Year Cycle</p> <p>Directed Growth Plan</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Goals focus on professional practice • Plan activities designed by evaluator with evaluatee input • Summative review annually
	INEFFECTIVE	<p>Up To 12-Month Improvement Plan</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area(s) • Summative at end of plan

Principal Professional Evaluation Plan

Introduction and Timeline

The evaluation process for principals and assistant principals should be a collaborative process between superintendent/evaluator and evaluatee that includes self-reflection/assessment, development of a professional growth plan, site visit(s) by the superintendent/evaluator, goal-setting, and conferencing. The overall Summative Rating of principal and assistant principal determined at the end of the process shall be determined by analysis of evidence collected during evaluation and the professional judgment of the superintendent/evaluator.

The summative evaluation deadline for principals and assistant principals is **June 15** of each year. A copy of completed and signed Summative Evaluation Form will be provided to the administrator and the original placed in the administrator's personnel file at the Central Office.

Administrators who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR:345 and KRS 161:027. All other administrators will be evaluated annually.

Principal and Assistant Principal Evaluation Timeline

Principals hired prior to the 60th instructional day of the school year	Principals hired on or after the 60th instructional day of the school year
Within 30 calendar days of reporting to work the evaluator will review components and expectations of the Principal Evaluation Plan	Within 30 calendar days of reporting to work the evaluator will review components and expectations of the Principal Evaluation Plan
By October 30 , the evaluator will conduct beginning of the year conference to review self-reflection data, if applicable, working conditions, and professional growth goals collaboratively with the principal	Within 30 calendar days of reporting to work the evaluator will conduct beginning of the year conference to review self-reflection data, if applicable, working conditions, and professional growth goals collaboratively with the principal
At least twice annually , conduct workplace/site visit	Within 60 days of reporting to work, the evaluator will conduct a site visit.
Per statewide administration window , complete the Impact Kentucky Working Conditions Survey.	Per statewide administration window , complete the Impact Kentucky Working Conditions Survey.
By June 15th , End of year conference, review professional growth goals, summative ratings, and strategies for next steps	By June 15th , End of year conference, review professional growth goals, summative ratings, and strategies for next steps
Additional conferences and/or site visits (direct report meetings) may be held as deemed necessary to monitor professional growth process.	

Professional Standards for Education Leaders Overview

The 2015 PSEL Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The 2015 Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success. The standards align to the four Performance Measures: Planning, Environment, Instruction, and Professionalism. The chart below demonstrates how these may align, but evidence of indicators within any Principal Standard may support evaluation of the evaluatee on any of the four Performance Measures.

Performance Criteria	Performance Measures			
PSEL Principal Standards	Planning	Environment	Instruction	Professionalism
	<p>Standard 1 Mission, Vision, and Core Values</p> <p>Standard 9 Operations and Management</p> <p>Standards 10 School Improvement</p>	<p>Standard 3 Equity and Cultural Responsiveness</p> <p>Standard 7 Professional Community for Teachers and Staff</p>	<p>Standard 4 Curriculum, Instruction and Assessment</p> <p>Standard 5 Community of Care and Support for Students</p> <p>Standard 6 Professional Capacity of School Personnel</p>	<p>Standard 2 Ethics and Professional Norms</p> <p>Standard 8 Meaningful Engagement of Families and Communities</p>

Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining ratings from each measure that were determined using multiple sources of evidence across each standard and measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard or measure, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining performance ratings for each measure:

- Professional growth planning and self-reflection
- Site Visits, i.e. *Direct Reports*
- Working Conditions Goal, based on the Impact Kentucky Working Conditions Survey and other related surveys

Evaluators may use the following categories of evidence in determining overall ratings:

- Communication logs
- Budget and financial documents

- Student learning data records
- Records of student and/or summative course evaluations/feedback
- Meeting minutes and notes, e.g., SBDM, PLC, Committee, etc.
- Teacher interview, survey data
- Engagement in professional organizations
- Participation in professional learning experiences
- Parent engagement surveys
- Action research
- Other sources of evidence determined with the collaboration of principal and evaluator that uniquely support educator practice of effectiveness for the school level.

Professional Growth Planning and Self Reflection

All principals and assistant principals will develop a professional growth plan annually that includes a process of self-reflection. This plan may be an enrichment or an improvement plan, as determined by the performance rating of the formal evaluation process.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on teacher and student growth and achievement.

Principal and assistant principal Professional Growth Plans should be completed by October 15, i.e., direct report meeting, each year.

Based on the Summative Rating, the superintendent/evaluators will determine the type of Professional Growth Plan required for principals and assistant principals. If the employee receives a rating of Ineffective in any standard, a Corrective Action Plan must be developed targeting the area of growth.

Summative Rating	Growth Plan Developed By
Exemplary	Evaluatee
Accomplished	Evaluatee, and Evaluator Support
Developing or Ineffective	Evaluator

Site Visits

Completed by supervisor of principal – formal site visits are not required for assistant principals

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

Site visits, i.e., direct reports, etc., will be conducted at least twice annually after the completion of the PGP. The visits will take place prior to January and prior to the final student attendance day. Formal site visits are not required for an assistant principal.

The superintendent will meet with late hire principals within 30 days of the hire date to establish a timeline for their self-reflection, PGP development and site visit dates. A minimum of (1) one site visit will occur for all late hire principals.

Conferencing

A minimum of (2) two conferences will take place as part of principal/assistant principal evaluation during the school year.

Minimum expectations for each conference:

- Beginning of the year conference
 - Discuss the purpose of the meeting
 - Discuss self-reflection/assessment data
 - Discuss the Professional Standards for Education Leaders (PSEL)
 - Determine Professional Growth and if applicable, Working Conditions goals and corresponding plans
 - Questions, concerns, and comments
- End of year conference
 - Discuss purpose of meeting
 - Discuss and reflect on any site visit, i.e., direct reports
 - Determine outcomes of PGP, and if applicable, Working Condition goals
 - Determine Summative Rating based on ratings of each Performance Measures
 - Questions, concerns, and comments

Impact Kentucky Working Conditions Goal Setting

Principals are responsible for setting a (1) one-year Working Conditions Growth Goal based on information included in the results of the most recent Impact Kentucky Working Conditions Survey and any additional relevant data collected using school or district level instruments. The principal's effort to accomplish the Working Conditions Growth Goals is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals must develop a minimum of one goal each year.

Goal-Setting Process

The principal in collaboration with the superintendent, will review the results from the Impact Kentucky Working Conditions Survey and then

- Identify a survey question that indicates a need for growth and will then identify additional survey questions that may have similar results.
- Connect the identified survey questions to one or more of the principal performance standards.
- Develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and address during the next 2 school years.
- Complete the action plan that will prioritize the steps the principal will take to accomplish the established goal.
- Maintain ongoing reflection and modification of the strategies when needed.

Assistant Principals will inherit the Working Conditions Growth Goal

Principal and assistant principal should complete Working Conditions Goals as part of this certified evaluation plan **by October 15th, i.e., Direct Report**. The superintendent/evaluator and principal/assistant principal will collaboratively determine the level of Working Conditions Growth Goal achievement during the end-of-year conference through a holistic consideration of survey and school evidence. A level of Ineffective, Developing, Accomplished, or Exemplary will be assigned.

Determining Summative Rating

Superintendent/evaluator of principals and assistant principals are responsible for determining a Summative Performance Rating (Ineffective, Developing, Accomplished, Exemplary) for each principal or assistant principal at the conclusion of their summative evaluation year. The summative rating is determined through an evaluation of evidence associated with the ten PSEL standards, which are used to determine the rating for each of the four Performance Measures. These ratings should be determined holistically through the application of the evaluator's professional judgment to evidence of performance within each standard.

Once the evaluator determines the Performance Rating for each Performance Measure, the evaluator will use the following decision rules for determining the overall Summative Rating.

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING AND two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING AND two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, AND two are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

District Certified Personnel Evaluation Plan

Introduction and Timeline

The Professional Standards for District Certified Personnel align to the four Performance Measures of Planning, Environment, Instruction, and Professionalism. The chart below demonstrates how these align, but evidence indicators within any standard may support evaluation of the evaluatee on any of the four Performance Measures.

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Professional Standards for District Certified Personnel	<p><u>Standard 1</u> Mission, Vision,</p> <p><u>Standard 6</u> Capacity Development</p> <p><u>Standard 9</u> Operations, Resources, and Management</p> <p><u>Standards 10</u> Continuous Improvement</p>	<p><u>Standard 3</u> Equity and Cultural Responsiveness</p> <p><u>Standard 5</u> Community of Care and Support</p> <p><u>Standard 7</u> Professional Community of Staff</p> <p><u>Standard 8</u> Family and Community Engagement</p>	<p><u>Standard 4</u> Curriculum, Instruction and Assessment</p>	<p><u>Standard 2</u> Act Ethically and Professionally</p>

Evaluators must use the following categories of evidence in determining performance ratings for each measure:

- Professional growth planning and self-reflection
- Site Visits, i.e. *Direct Reports*

Evaluators may use the following categories of evidence in determining overall ratings:

- Communication logs
- Student learning data records
- Records of student and/or summative course evaluations/feedback
- Meeting minutes and notes, e.g., PLC, Committee, etc.
- Teacher and Principal interview, survey data
- Budget and financial documents
- Engagement in professional organizations
- Participation in professional learning experiences
- Committee or team contributions
- Action research
- Other sources of evidence determined with the collaboration of district employee and evaluator that uniquely support educator practice of effectiveness for the school level.

Professional Standards for District Education Leaders Overview

Professional Standards for district personnel is the set of performance standards used to evaluate district certified personnel. These standards support student achievement and professional best practice. Included in the performance standards are indicators that provide examples of observable, tangible behaviors that should provide evidence of each standard. The performance standards should provide feedback for professional growth goals. Performance will be rated for each standard according to the four performance levels: ineffective, developing, accomplished, and exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on teacher and student growth and achievement.

The summative evaluation for district certified employees will be completed by June 20th. A copy of the summative evaluation report will be given to the employee. The summative evaluation form will be placed in the employee's file at the Central Office.

District Certified Personnel Professional Growth Planning Timeline

Professionals hired prior to the 60th instructional day of the school year	Professionals hired on or after the 60th instructional day of the school year
Within 30 calendar days of reporting to work, the superintendent will review expectations of the CEP	Within 30 calendar days of reporting to work, the superintendent will review expectations of the CEP
By October 15th, (October direct report) develop professional growth plan	Within 30 days (instructional) of reporting to work, district personnel will develop a professional growth plan
At least once each school year the superintendent/evaluator completes site visits.	At least once each school year the superintendent/evaluator completes site visits.
By June 20th, the superintendent/evaluator will review and update the professional growth plan, conduct summative conferences, and update overall summative rating.	By June 20th, the superintendent/evaluator will review and update the professional growth plan, conduct summative conferences, and update overall summative rating.

Additional site visits and conferences may be held as necessary to monitor professional growth plan progress.

Conferencing

A minimum of (2) two conferences will take place between the evaluator and the district professional throughout the school year.

Minimum expectations for each conference:

- Beginning of the year conference
 - Discuss the purpose of the meeting
 - Discuss reflections of data
 - Discuss the specific performance standards and indicators that will be used for evaluation
 - Determine Professional Growth Plan and Action Plan

- Questions, concerns, and comments
- End of year conference
 - Discuss purpose of meeting
 - Discuss and reflect on any site visit, i.e., direct reports
 - Share progress toward Professional Growth Plan
 - Determine Summative Rating based on ratings of each Performance Measures
 - Questions, concerns, and comments

Determining Summative Rating

The superintendent or designee evaluator of district certified personnel are responsible for determining an overall summative rating (Ineffective, Developing, Accomplished, Exemplary) at the conclusion of the summative evaluation year. The summative rating determined through an evaluation of evidence associated with the ten professional standards for district certified personnel are used to determine the rating for each of the four performance measures.

The evaluator will use the following decision rules for determining the overall summative rating.

IF...	THEN...
Performance Measure 2 AND 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING AND two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING AND two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, AND two are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED OR EXEMPLARY

Professional Growth Plan

Based on the Summative Rating, the superintendent/evaluators will determine the type of Professional Growth Plan required for the district certified employee. If the employee receives a rating of Ineffective in any standard, a Corrective Action Plan must be developed targeting the area of growth.

Summative Rating	Growth Plan Developed By
Exemplary	District Certified Employee
Accomplished	Evaluator and District Certified Employee
Developing or Ineffective	Evaluator

Certified Evaluation Forms
Appeals Form
Corrective Action Plan
Professional Growth Planning and Self Reflection (Certified Teacher)
Professional Growth Planning and Self Reflection (Library Media Specialist)
Professional Growth Planning and Self Reflection (School Counselor)
Professional Growth Planning and Self Reflection (School Psychologist)
Professional Growth Planning and Self Reflection (Speech Pathologist)
Professional Growth Planning and Self Reflection (Principal/Assistant Principal)
Professional Growth Planning and Self Reflection (District Employee)
GCS Observation Form (Certified Teacher)
GCS Observation Form (Speech Pathologist)
GCS Observation Form (Library Media Specialist)
Summative Evaluation Form (Certified Teacher)
Summative Evaluation Form (Library Media Specialist)
Summative Evaluation Form (School Counselor)
Summative Evaluation Form (School Psychologist)
Summative Evaluation Form (Speech Pathologist)
Summative Evaluation Form (Principal/Assistant Principal)
Summative Evaluation Form (District Employee)
Professional Development Log
Kentucky Framework for Certified Evaluation
Kentucky Framework for Teaching
OPGES Framework School Guidance Counselor
OPGES Framework School Library Media Specialist
OPGES Framework School Psychologist
Professional Standards for Education Leaders

Garrard County Schools Board Policy and Documents
Assurances
Professional Code of Ethics 704KAR 20:680
Classified Evaluation Form
Classified PD Log
03.18 Evaluation (Certified)
03.18 AP.21 Evaluation Appeal Form
03.18 AP.1 Evaluation